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ABSTRACT

This document assessment of the basic theories of A. Maslow and F. Herzberg and the populations from which their theories were derived. Herzberg used personal interviews to gather data with which to conduct his studies and to test his theories regarding motivation and job satisfaction. Herzberg identified five factors associated with job satisfaction: achievement, recognition, the work itself, responsibility, and advancement. Major sources of dissatisfaction were company policy and administration, supervision, salary, interpersonal relations, and working conditions. Maslow's hierarchy posited seven basic needs common to all persons: physiological, safety, love, esteem, aesthetic, inquiry, and self-actualization. This paper challenges the construct of salary in Herzberg's paradigm and the esteem needs of Maslow's paradigm. Challenges to the specific area of salary in the Herzberg paradigm may begin to explain to administrators why they are losing good teachers to other higher paying, yet less desirable, positions. The challenge to Maslow's theory may cause more administrators to address esteem needs of teachers, both individually and collectively. One figure and four tables are included. (TJH)

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A CHALLENGE TO THE CONVENTIONAL WISDOM OF HERZBERG AND MASLOW THEORIES

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"A Challenge to the Conventional Wisdom of Herzberg and Maslow Theories."

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The theoretical concepts of Maslow's "hierarchy of needs" and Herzberg's construct of "satisfiers" and "dissatisfiers" or motivation and hygiene factors are well known to most people who have familiarity with the literature on motivation. This paper is not an analysis of the tremendous work of these two writers in respect to their theories related to motivation. Far from it. Both are giants in the field and their works have become rudimentary for the student of psychology and/or personality. Our purpose in this paper is to look at the basic theories of both Maslow and Herzberg and the populations from which their data were derived, and use that as the point of departure. It is our position that the truths that have evolved from these studies are clearly well founded, but that they have been subjected to some overly broad generalizations and treated as being totally applicable to ALL populations (we believe), inappropriately. Statistical support for this challenge to conventional wisdom is provided as a consequence of the study conducted by Tutor (10) dealing with perceived need deficiencies and factors influencing teacher participation in the Tennessee Career Ladder Program.

Any challenge to so-called conventional wisdom must not be taken lightly. In presenting a challenge to Herzberg's work, the scope of the challenge must be clearly delineated. The impact of the motivation factors of advancement, recognition, achievement, responsibility, and the job itself, is not challenged as a consequence of this paper. Indeed, Table 1, taken from Tutor's study, (10:97) indicates a 3:1 ratio of teachers more influenced by motivation factors than by hygiene factors (10:97). Nor does

this paper challenge the impact of the hygiene factors other than that of salary. In the largest group of the Career Ladder teachers, Career Ladder

Table 1

Distribution of Motivation/Hygiene Tendencies
Among Career Ladder Level Teachers

Tendency	Level I	Level II	Level III	Total
Motivation Tendency	71	101	149	321
Hygiene Tendency	70	11	24	105
TOTAL	141	112	173	426

Level I which numbered over 30,000 teachers, the influence of the hygiene factors was equal to that of the motivation factors. Herzberg's taxonomy of dissatisfiers being associated with the work environment and satisfiers being associated with the work itself, continues to be upheld, including his reason for using the term "hygiene, for they (dissatisfiers) act in a manner analogous to the principles of medical hygiene." (1:113) This paper takes issue with the single factor of salary and its conventional position as a hygiene factor rather than a motivation factor.

Herzberg used personal interviews to gather data with which to conduct his studies and to test his theories regarding motivation and job satisfaction. Following two pilot studies using interviews of 13 and 39 persons respectively, he carried out his major study by conducting interviews of 200 accountants and engineers from nine industrial and business companies located in the Pittsburgh area, (1:32), again using the same interview technique.

From these studies Herzberg constructed the paradigm for data analysis using the classification developed from the interview materials including first and second level factors and a two dimensional set of hygiene versus motivation factors. (1:32-34).

In his classic study of motivation, The Motivation To Work, Herzberg begins Chapter 11 by stating his question "What do people want from their jobs?" (1:107) He further postures the answer(s) to this question as ranging from "...the basic need of the worker is to be treated with dignity and with an awareness of his unique personality" (1:108) to the opposite extreme that "...man works for the almighty dollar." (1:109). He further cites considerable evidence to support either position as well as "...all the shades of gray between..." (1:109).

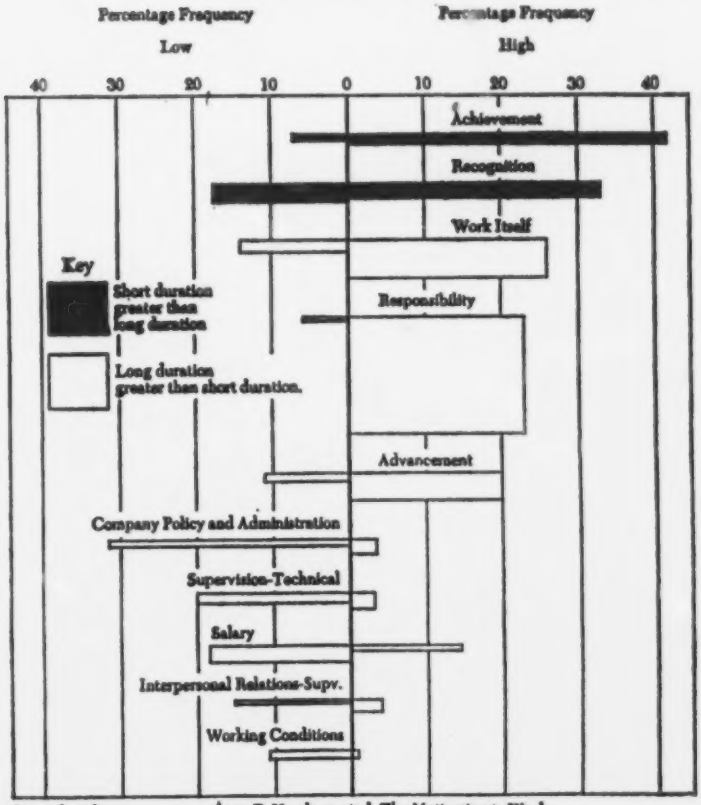
Figure 1, reproduced from the **Work and the Nature of Man**, shows the major findings of this study. (4:73) The factors listed summarize the "objective" events that each respondent described. The length of each box represents the frequency with which the factor appeared in the events presented. The width of the box indicates the period in which the good or bad job attitude lasted, in terms of a classification of short duration and long duration. Five factors stand out as strong determiners of job satisfaction **achievement, recognition, work itself, responsibility** and **advancement** - These five factors appeared very infrequently when the respondents described events that paralleled job dissatisfaction feelings. When the factors involved in the job dissatisfaction events were coded, they were rarely involved in events that led to positive job attitudes. Also, unlike the "satisfiers," the "dissatisfiers consistently produced short-term changes in job attitudes". (4:74) The major dissatisfiers were

company policy and administration, supervision, salary, interpersonal relations and working conditions. (4:74)

The explanation of such results appears to be that the factors on the right of Figure 1, the satisfiers, all seem to describe man's relationship to what he does:

Figure 1

Comparison of Satisfiers and Dissatisfiers



Reproduced from F. Herzberg *et al. The Motivation to Work.* John Wiley and Sons, New York, 1959.

his job content, achievement on a task, recognition for task achievement, the nature of the task, responsibility for a task and professional advancement or growth in task capability.

The central theme for the factors on the left of Figure 1, the dissatisfiers, seem to describe man's relationship to the context or environment in which he does his job. This includes the nature of interpersonal relationships and working conditions that surround the job and the effect of salary. One cluster of factors relates to what the person does and the other to the situation in which he does it.

Salary was a difficult factor for Herzberg to classify as either a satisfier or a dissatisfier. It appeared almost as frequently in the long-range sequences as in the short-range high-attitude sequences (1:65-6). Herzberg tags salary as a dissatisfier primarily because it was a factor which more closely defined the work environment that the work itself. He arrived at this conclusion because of the comments describing salary administration, "... a system in which wage increases were obtained grudgingly, or given too late, or in which the differentials between newly hired employees and those with years of experience on the job were too small" (1:83).

However, within the same paragraph, Herzberg states, "... salary was mentioned in the high stories as something that went long with a person's achievement on the job. It was a form of recognition; it meant more than money; it meant a job well done; it meant that the individual was progressing in his work" (1:83). While this position appears to indicate a synergistic effect in relation to satisfiers, Herzberg still determines that salary is not a motivator based on its relation to working conditions

rather than the job itself. But that was in 1959, using data that did not include teachers.

Is money a motivator today? In Tutor's work when classroom teachers were asked, "To what extent did salary influence your decision to participate in the (Career Ladder) program?", the response was overwhelmingly positive. Tables 2 and 3 reflect the extent of influence of the motivation factors and the hygiene factors, respectively, on the decision to participate in the Tennessee Career Ladder Program, based on a scale of one (1), indicating little influence, to seven (7), indicating high influence. (10:95-96)

TABLE 2

Means of Teacher's Responses Indicated Toward Questions Related to the Influence of Hygiene Factors by Career Ladder Level

Motivation Factor	Level I	Level II	Level III
School Policy & Administration	3.000	2.381	2.246
Interpersonal Relations with Students	2.423	3.286	3.340
Status	2.960	4.373	4.261
Interpersonal Relations with Superiors	3.027	3.384	3.330
Salary	5.980	6.500	6.468
Working Conditions	2.752	3.008	2.777
Interpersonal Relations with Peers	3.201	3.349	3.122
Job Security	3.013	3.230	2.840
Personal Life	3.658	4.794	4.984
Possibility of Growth	4.013	5.528	5.394
Supervisor	2.443	2.659	2.290

TABLE 3

Means of Teacher's Responses Indicated Toward Questions Related to the Influence of Motivation Factors by Career Ladder Level

Motivation Factor	Level I	Level II	Level III
Recognition	2.919	4.484	4.235
Advancement	3.682	5.317	4.920
Achievement	4.047	5.929	6.005
Work Itself	3.236	4.216	4.048
Responsibility	3.329	4.548	4.309

It should be noted here that these responses are from male and female, elementary and high school teachers, two-thirds of whom have 13 or more years teaching experience and another 25 percent of whom have over 9 years teaching experience. Salary is proven to be the greatest single influence factor across all levels of the Career Ladder and was associated with the achievement of the professional status of Level I to the master teacher status of Level III. The actual salary increases ranged from $1,000 to $7,000 per year, depending upon Career Ladder level achieved and additional work performed. Clearly, these teachers perceived the amount of salary increase to be tied to achievement and the other motivation factors. Whether they would have participated without the promise of additional salary becomes a purely metaphysical question. The money was offered and they did participate to an almost 95 percent participation level across the state of Tennessee (10:147).

The literature relating to job satisfaction shows that an individual often has a problem describing/identifying consistently what he/she wants

from the job. Because of that, it has been considered sound personnel practice to ignore what the individual says that he/she wants and instead to tell the person what, according to the observer, is wanted by most people in those circumstances (1:109). Some observers feel that much of the answer to the identification of employee wants, can be derived from the concept of a "need hierarchy" in which the individual's needs can be placed on a hierarchy of prepotency. The essence of the needs hierarchy as expressed by Maslow holds that when a need is fairly well satisfied, the next prepotent or higher need emerges, in turn to dominate the conscious life and to serve as the center of organization of behavior, since gratified needs are not active motivators. (7)

However, even Herzberg takes some issue with the broad application of the needs hierarchy.

> The Maslow system, then, does seem appropriate, but it has holes in it. Lower-order needs never get satisfied, as witness the constant demand for physiological and security quarentees, the continuing socialization of our society, and the never ending search for status symbols. This is evident even though we have recognized the importance of self-actualization as a potent force in the motivational make-up of people.
>
> The Maslow system stresses the material needs of man as primary to his more "human" moral motives. The system has not worked in application because the biological and psychological needs of man are parallel systems, rather than either one assuming initial importance. A new theory ... in work motivation is needed. (5:48)

Educators involved in developing, implementing, or evaluating teacher incentive pay programs must consider salary a highly influential factor, particularly in conjunction with achievement, recognition, and the other motivation factors. However, another consideration, that of teacher esteem, must receive equal consideration. Another challenge to conventional wisdom expressed earlier relative to Herzberg, is now offered

with the focuse on Maslow's hierarchy of needs.

As previously stated, any challenge must be limited and the challenge regarding Maslow's hierarchy of needs is no exception. In his work involving human motivation, Maslow considered the holistic nature of man. Maslow's theoretical hierarchy established seven needs common to all mankind, each prepotent to the next. (7:80-98) Each need defined by Maslow had to be satisfied before the next higher need could be satisfied. These needs, (8:35-51) in ascending order from most basic to most complex, are:

1. physiological needs, which include thirst, sex, and hunger
2. safety needs, which include the needs for security, stability, protection, structure, order, predictability
3. belongingness and love needs, which include the need to love and to be loved, to experience affectionate and intimate relationships with people in general as well as individuals
4. esteem needs, which include the desires for the esteem of oneself, self-respect, and for the esteem of others. Esteem of the self includes the desire for adequacy, achievement, strength, mastery and competence, independence and freedom. Esteem of others includes the desires for prestige, appreciation, reputation, and recognition
5. the need for self actualization includes the desire to fulfill one's potentialities, in Maslow's words, "What a man can be, he must be."
6. the desires to know and understand, which include the desires to know more and more, extensively, expansively, and microscopically, minutely, and to search for meaning
7. aesthetic needs, which include the needs for completion, symmetry, closure, structure, or system.

Maslow (8) focused his theory of human motivation on what he described as the five basic needs: physiological, safety, love, esteem, and self-actualization, derived from the seven listed above. It is these five needs which are most often presented and investigated by researchers who are examining the Maslow hierarchy of needs or using its concepts in their work. The hierarchy of relative prepotency has been expressed by Maslow thusly:

> "When a need is satisfied/fulfilled, at once other higher needs will emerge, and these higher needs, rather than physiologial needs, will dominate the organism. When they in turn, are satisfied, again new (and still higher) needs emerge. ...Gratification becomes as important a concept as deprivation in motivation theory... A want that is satisfied is no longer a want. The organism is dominated and its behavior organized only by unsatisfied needs. If hunger is satisfied, it becomes unimportant in the current dynamics of the individual." (8:38)

The essence of prepotency, then, is that a lower need must be satisfied before the next level could be sought. Maslow substantiated the prepotent flow from physiological to security to belonging. However, it is the ordering of the next two needs that is the basis of this challenge. In Tutor's work, esteem was shown to be the greatest perceived need deficiency among teachers on all levels. This is illustrated in Table 4 (10:94).

Table 4

Means of Perceived Need Deficiency Areas
By Career Ladder Levels

Need Deficiency Area	Level I	Level II	Level III
Security	1.4266	1.0563	0.7906
Social	1.0312	1.1537	0.8747
Esteem	2.1173	2.3278	1.9016
Autonomy	1.8640	2.1188	1.5052
Self-Actualization	1.8265	2.2883	1.3792

This tremendous lack of satisfaction with esteem was shown across all levels, ages, and sexes. Yet, if the conventional wisdom of Maslow's prepotency concept is applied, it would indicate that these teachers had never been the "best" they could be since they could not seek self-actualization without first satisfying the more basic need of esteem. Initially, the strength of numbers alone regarding the perceived need deficiency in the area of esteem startles one into thinking that the order might be mis-aligned. Surely, some teachers have become the best they could be. In fact, most have reached a satisfaction level with self-actualization in that they indicated a much greater dissatisfaction with esteem. Secondly, a look at the two-sided aspect of esteem, self-respect and reputation, reinforces the premise that self-actualization is a prepotent need for esteem. It is the actual attainment of self-actualization that provides the basis for self-respect. The realization that one has become whatever one could become is the springboard for recognizing a job well done. One has a much greater propensity for growth and development when one has a higher degree of confidence in his/her ability to perform a specific function or task. Further, this self-actualized performance is also the basis for reputation, of one's profession as well as one's performance as a professional. The painter, the sculptor, the writer, and the poet achieve satisfaction of the self-actualization need in the painting, the sculpture, the novel, and the poem, respectively. But it is the sharing of its message and the recognition of the need for its existence that actually provides the basis of self-respect and reputation. The moment of pure creativity is not complete with the work itself; it requires recognition of the work and of the worker, not for

the sake of recognizing the work or the worker alone, but rather for the contribution made by the work and the worker to others. It is this passing of thought, idea, and form from one human to another that makes man unique and even, perhaps, provides a basis for the "holistic" concept of man.

Tutor provides more support for a challenge to this aspect of current application of Maslow's work.

> Becoming the best one can be requires repetition and experience. These factors require time. Therefore, the inextricable relationship between age and experience has direct application. It was, in fact, reported earlier that level III teachers have a greater level of satisfaction toward both autonomy and self-actualization than toward esteem. It is logical, therefore, to imply that the search for esteem in the teaching profession, by whatever definition one chooses, surpasses the need to become. This is not to say, however, that this implication is relevant only to the teaching profession. No doubt everyone seeks esteem at whatever point in life he/she may be. Even those individuals so consumed by inspiration at the time of creation need someone else to experience its message and share the moment. Historically the profession of teaching has existed in a state of degradation to the point that the esteem problem may appear exacerbated in the field of education. The work rules placed on teachers in the frontier areas are not so far separated from today's meager starting wages as some economists would have us believe. Esteem may indeed be the ultimate need for individuals in other professions as well, but the requirement in the field of teaching is near its critical value. (10:154-155)

In defense of Maslow's conceptual hierarchy of needs, it should be noted that even Maslow spoke of the hierarchy as requiring that it be viewed not as a rigid, fixed order but one having a number of exceptions.

> These are some people in whom, for instance, self-esteem seems to be more important than love. This most common reversal in the hierarchy is usually ...the person who is most likely to be loved is a strong or powerful person... and who is self confident or aggressive. Therefore ...they seek high esteem and its behavior expressions more as a means to an end than for its own sake; they seek self-assertion for the sake of love rather than for self-esteem. (8:51-52)

The works of Maslow and Herzberg have, no doubt, been challenged many times over the years. This challenge to the specific area of salary in the Herzberg paradigm may begin to explain to administrators why they are losing good teachers to other higher paying, yet less desirable, positions. The challenge to Maslow theory may cause more administrators to address esteem needs of teachers, individually and collectively. But possibly, this challenge will stimulate others to reconsider the conventional wisdom of these two theorists and find that these challenges, well founded in the teaching profession, may prove as universally applicable as those generalizations of the Maslow and Herzberg theories which this paper did not challenge.

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